

Five Year Graduation Cohort Form

Student Name: _____ Birthdate: _____
UIC _____
Primary Disability: _____
School: _____
District: _____ Date: _____

This district understands that special consideration for changing the date for on-time graduation by adding a fifth year of high school can not be done for reasons unrelated to the student's disability.

This is a student with a disability who receives special education programs and/or services. S/he completed her/his fourth year of high school in June of 2007. The district, based on a review of the IEP team's report and the student's current transcript:

1. believes that s/he requires a fifth year of high school to complete graduation requirements and to be counted as an on-time graduate for No Child Left Behind reporting purposes,
2. understands the requirements s/he is responsible for meeting in order to receive a regular high school diploma from this district,
3. believes that s/he has the ability to meet these requirements,
4. understands that, as a student with a disability who receives special education programs and/or services, s/he is eligible to receive a free appropriate public education until s/he graduates or turns 26,
5. understands that this decision is a factor in determining building/district adequate yearly progress (AYP) status as measured by the graduation rate.

Based on a review of the student's current IEP and current transcript, this district requests a change in the reporting of this student's expected year of graduation for the following reason(s): (Please mark all that apply)

☐ **1. Credit Attainment**

Additional time is required to attain the necessary credits to achieve a standard high school diploma because:

- ☐ a. the disability interferes with the student progressing at a rate commensurate with peers -- examples of appropriate documentation include Present Level of Academic Achievement and Functional Performance

(PLAAFP), classroom performance data, documented need for additional learning time, etc.

- ☐ b. extended time as a standard accommodation has allowed for mastery
- ☐ c. the rate of progress in career and technical education programs is adversely affected by the disability
- ☐ d. the rate of progress toward graduation is adversely affected by a significant life/stage disruption — such as significant health or physical concerns, interaction with juvenile justice system, homelessness, teen pregnancy, death of parent or sibling

☐ **2. Transition Services**

Additional time is required for the acquisition of skills specific to the student's post school goals in transition areas of:

- ☐ a. postsecondary education, and/or
- ☐ b. employment/career goals including work-site-based learning experiences, (SRSD code 490 and 493 field 43) and/or
- ☐ c. adult living, community and daily living.

Two (2) Required Signatures and Date

1. _____
High School Administrator and Date

2. _____
Superintendent or Designee and Date

- 1. This form must be completed, signed, dated and kept on file for intermediate school district (ISD) auditor review.**
- 2. Please provide a copy of the signed form to this district's GAD authorized user so that s/he may submit these data via the GAD by April 30, 2008.**